

## JOSEPH KEELS ELEMENTARY

7500 Springcrest Drive  
Columbia, South Carolina 29223

**GRADES** PK-5 Elementary School

**ENROLLMENT** 630 Students

**PRINCIPAL** Audrey A. Ratchford 803-736-8754

**SUPERINTENDENT** Stephen W. Hefner, Ed.D. 803-738-3236

**BOARD CHAIR** William McCracken 803-469-8536

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

#### AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
2	34	58	6	0

#### IMPROVEMENT RATING:

#### UNSATISFACTORY

#### ADEQUATE YEARLY PROGRESS:

#### YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Good	Unsatisfactory	N/A
<b>2002</b>	Average	Unsatisfactory	N/A
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes

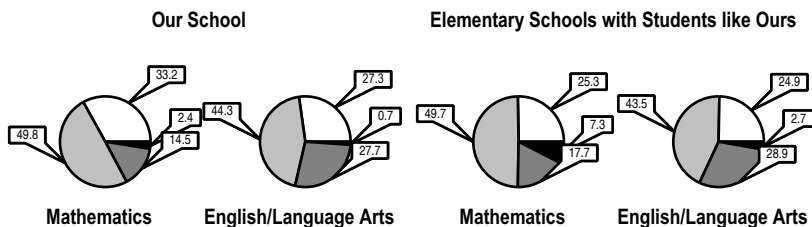
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

64.2%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	318	100.0	27.8	44.0	27.5	0.7	43.0	Yes	Yes
Gender									
Male	154	100.0	39.0	36.0	24.3	0.7	39.0		
Female	164	100.0	18.1	51.0	30.3	0.6	46.5		
Racial/Ethnic Group									
White	16	100.0	6.7	53.3	33.3	6.7	60.0	I/S	I/S
African-American	293	100.0	29.3	43.6	26.7	0.4	41.4	Yes	Yes
Asian/Pacific Islanders	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	286	100.0	23.0	46.4	29.9	0.8	46.0		
Disabled	32	100.0	70.0	23.3	6.7	0.0	16.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	318	100.0	27.8	44.0	27.5	0.7	43.0		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	313	100.0	28.0	43.9	27.3	0.7	42.6		
Socio-Economic Status									
Subsidized meals	242	100.0	30.3	48.0	21.7	0.0	37.6	Yes	Yes
Full-pay meals	75	100.0	20.0	31.4	45.7	2.9	60.0		

Mathematics - State Performance Objective = 15.5%									
All Students	318	100.0	33.3	49.8	14.4	2.4	27.1	Yes	Yes
Gender									
Male	154	100.0	33.1	45.6	17.6	3.7	28.7		
Female	164	100.0	33.5	53.5	11.6	1.3	25.8		
Racial/Ethnic Group									
White	16	100.0	13.3	53.3	26.7	6.7	40.0	I/S	I/S
African-American	293	100.0	34.8	50.2	13.2	1.8	25.6	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not disabled	286	100.0	30.3	51.3	15.7	2.7	29.5		
Disabled	32	100.0	60.0	36.7	3.3	0.0	6.7	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	318	100.0	33.3	49.8	14.4	2.4	27.1		
English Proficiency									
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	313	100.0	33.2	50.2	14.2	2.4	27.0		
Socio-Economic Status									
Subsidized meals	242	100.0	35.3	50.7	12.2	1.8	24.0	Yes	Yes
Full-pay meals	75	100.0	27.1	47.1	21.4	4.3	37.1		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	130	99.2	16.1	47.3	35.7	0.9	36.6
	<b>Grade 4</b>	112	98.2	38.5	32.3	28.1	1.0	29.2
	<b>Grade 5</b>	148	98.0	39.2	46.2	13.8	0.8	14.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	96	100.0	18.9	37.9	41.1	2.1	43.2
	<b>Grade 4</b>	118	100.0	28.0	45.8	26.3	N/A	26.3
	<b>Grade 5</b>	104	100.0	40.4	45.2	14.4	N/A	14.4
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	130	99.2	23.0	61.9	10.6	4.4	15.0
	<b>Grade 4</b>	112	100.0	27.8	57.7	11.3	3.1	14.4
	<b>Grade 5</b>	148	99.3	24.4	55.0	15.3	5.3	20.6
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	96	100.0	23.2	62.1	13.7	1.1	14.7
	<b>Grade 4</b>	118	100.0	38.1	43.2	16.1	2.5	18.6
	<b>Grade 5</b>	104	100.0	40.4	46.2	10.6	2.9	13.5
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 630)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	1.9%	Up from 1.1%	3.7%	2.7%
Attendance rate	96.6%	Up from 96.4%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	1.3%		5.5%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	1.3%		4.0%	3.5%
Eligible for gifted and talented	9.8%	Down from 15.8%	9.6%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	4.8%	Down from 5.3%	9.6%	8.2%
Older than usual for grade	0.3%	No change	1.3%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 53)				
Teachers with advanced degrees	66.0%	Down from 66.1%	46.8%	51.4%
Continuing contract teachers	90.6%	Down from 91.1%	87.5%	87.5%
Highly qualified teachers**	95.7%	N/A	95.4%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	90.6%	Down from 92.0%	86.2%	86.7%
Teacher attendance rate	95.2%	Up from 93.7%	94.7%	94.9%
Average teacher salary	\$41,203	Up 1.2%	\$39,942	\$40,760
Prof. development days/teacher	10.3 days	Up from 10.0 days	13.2 days	12.4 days

School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	16.7 to 1	Up from 16.5 to 1	18.1 to 1	18.9 to 1
Prime instructional time	90.6%	Up from 88.7%	89.6%	90.0%
Dollars spent per pupil*	\$6,739	Up 2.7%	\$6,079	\$6,044
Percent of expenditures for teacher salaries*	74.1%	Up from 72.9%	65.3%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Up from 98.9%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	93.4%	92.0%
Highly qualified teachers in high poverty schools**	95.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

At Keels we've had a very successful school year. We are very proud of our many accomplishments this year including being named a finalist for the most prestigious Carolina First Palmetto's Finest award. Our hard work and team effort amongst parents, teachers, boys and girls, earned us recognition as an Exemplary Writing School. Our SACS (Southern Association of Colleges and Schools) peer review team gave us an exemplary report particularly noting the positive school climate and atmosphere for teaching and learning.

At Keels we continue to have teachers and staff members working during and after school hours to prepare the best possible programs for our students. We now have a HOSTS (Helping One Student to Succeed) learning center, an extended after school enrichment program with after school homework assistance, after school tutoring by the homeroom teachers for grades 3-5, Saturday Academy for students who are at risk academically and/or socially, and several other guidance or teacher sponsored clubs to enhance the academic or character development of our students.

We have added two more nationally board certified teachers to our staff giving us a total of five currently certified nationally. We have a total of eight more teachers currently in the process of receiving national board certification. All of our teachers are given the opportunity to grow professionally through participation in workshops, shared readings, conferences, and school and district level staff development in order to help ensure that the programs we offer in our district and here at Keels are world class.

Although we are considered to be the most urban school in a suburban district and face many challenges, our 93 hard-working and dedicated faculty and staff members take great pride in our 44-year history of high expectations and standards for all children. We believe strongly in the ability of all children to learn and be successful. Our parents and community members realize the importance of education and recognize that many of our students have characteristics that put them at risk educationally, and are committed to helping us achieve our goals. An increasing number of parents, community members and neighbors are becoming involved in our school committees and activities. Our school welcomes and appreciates our expanding parent and community support and believes that only through the combined efforts of the staff, parents, and community will our ultimate goal of equipping each of our students for life-long learning and responsible citizenship be met.

Audrey Ratchford, Principal  
Carol Henley, SIC Chairperson

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	48	93	26
Percent satisfied with learning environment	100.0%	86.8%	92.0%
Percent satisfied with social and physical environment	93.8%	82.6%	95.8%
Percent satisfied with home-school relations	85.4%	86.8%	87.5%

\*Only students at the highest elementary school grade level at this school and their parents were included.